 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 10 Task 4**

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| **Student: Teacher: Ms J &**  **Ms Smith Date Due:** Week 5 |
| **Assessment Type:** Reading and Viewing  **Task 2:** Exam on Shakespeare’s Macbeth  This is an open book exam. You are allowed your class notes.  All work has to be your own. Marks deducted for copying.  **Mark: / 100**  **Weighting: 5%** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Correct sentence structure for answers. | Week 5 |  |  |
| Short summary of the play. | Week 5 |  |  |

Teacher Comment:

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| Year 10 English Assessment pointers – Viewing |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement | | Text structure | Evaluates the way that complex text structures have been used to have a specific effect on a particular audience. | Explores complex text structures and considers the connection between construction and purpose. | Evaluates how text structures can be used in innovative ways by different authors. | Analyses the way that simple text structures have been used for a specific purpose or effect. | Does not meet the requirements of a D grade. | | Conventions of text | Evaluates the way that visual language features, sounds and images can be used in ways that can challenge or endorse dominant readings and assumptions. | Explores the way that a range of visual language features, sounds and images can be used together for particular effects. | Explains how the choice of visual language features, sounds and images contributes to the development of individual style. | Identifies how particular authors have used visual language features, sounds and images to convey a perspective. | Does not meet the requirements of a D grade. | | Interpreting | Develops a detailed interpretation of a text and draws on textual and contextual aspects to evaluate interpretations which differ from their own. | Develops and justifies their own interpretation of a text, taking into consideration the way that textual and contextual details may lead others to interpret texts in differing ways. | Develops and justifies their own interpretation of a text. | Develops a logical interpretation of a text. | Does not meet the requirements of a D grade. | | Use of evidence | Makes discerning choices about evidence and analyses it to support or challenge interpretations. | Chooses and analyses relevant evidence from a text to support their own and others’ interpretations. | Analyses evidence used to support their own and others’ interpretations. | Identifies evidence to support their own and others’ interpretations of texts. | Does not meet the requirements of a D grade. | |  | Explores their own wider viewing to evaluate and make relevant links to a text. | Considers aspects of their own wider viewing when evaluating a text. | Refers to their own wider viewing when responding to a text. | Makes simple links from one text to another. |  | |
| |  | | --- | | Year 10 English Assessment pointers – Reading | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement | | Conventions of text | Evaluates the way that language features, images and vocabulary in a text have been used in ways that can challenge or endorse dominant readings and assumptions. | Explores the way that a range of language features, images and vocabulary have been used together in a text for particular effects. | Explains how the choice of language features, images and vocabulary contributes to the development of individual style in a text. | Identifies how an author has used language features, images and vocabulary to convey a perspective in a text. | Does not meet the requirements of a D grade. | |  | Analyses a range of complex language devices in a text and explains how they work together to shape meaning and influence reader response. | Identifies specific language conventions used in a text to explore the effect on reader response. | Explains how language features used in a text affect meaning. | Identifies familiar language features in a text. |  | | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the central themes in the play Macbeth? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Explain the relationship between cruelty and masculinity in Macbeth? (remember Lady Macbeth)

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1. Why did Lady Macbeth say *‘unsex me here,’* what did she mean by this statement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. The opening is of the three witches. Explain how you think they corrupted Macbeth, if you believe they corrupted him at all? If not, then how did he become corrupt? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is symbolic of the floating dagger that Macbeth envisions? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How do Lady Macbeth and Macbeth plan to carry out the murder of King Duncan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write out the soliloquy that Lady Macbeth utters to herself not long after the murder is committed:

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1. PREDICT: how do you think the play will end: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. When Macbeth realises that everything is falling apart, he visits the witches again. What three things do they tell him? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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